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ABSTRACT

This 10-day institute provided its 26 participants with: (1) presentations on the need for and methods of providing library services for the deaf and hearing impaired, covering such topics as the cataloging and acquisition of deaf material, and Braille Institute and Library of Congress resources for the physically handicapped; (2) field trips to a motion picture producer of deaf materials, a library network providing teletypewriter (TTY) service, schools for the deaf, and a deaf college library; and (3) presentations on general topics pertinent to the deaf, including infant testing, vocational rehabilitation, counseling, the legal rights of deaf persons, special education, audiology, and the different modes of communication for the deaf (speech, lipreading, signing, fingerspelling, and interpreting). The transcribed proceedings summarize institute activities and provide a glossary of terms related to deafness, a check list for providing library services to the deaf, and case studies related to these services which were used for discussion by institute participants. Lists of participants and guest speakers are given. Appendices include bibliographies, instructions for the provision of storytelling for hearing impaired children, information on captioned films for the deaf, a copy of a questionnaire distributed at the institute, and related items. (ESR)

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ED234781

LIBRARY TRAINING INSTITUTE

FOR SERVICE TO THE DEAF

July 31 to August 11, 1978

REPORT OF THE PROCEEDINGS

Director: Doris Sadoski
Associate Director: Michael Sadoski
Professor: Phyllis Dalton

Funded under Title II-B of the Higher Education Act of 1965 as Amended
Division of Library Science
California State University Fullerton
Fullerton, California

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ANNOUNCEMENT OF INSTITUTE

LIBRARY TRAINING INSTITUTE FOR SERVICE TO THE DEAF

JULY 31-AUGUST 11, 1978
CALIFORNIA STATE UNIVERSITY, FULLERTON
9a.m.-3p.m., Monday-Friday

SPONSORSHIP

This institute is sponsored by a United States Office of Education Library Training Grant under Title II, Part B of the Higher Education Act and the Division of Library Science, CSUF.

PROGRAM

Deafness is a severe physical, psychological, educational, communicative, and social handicap. The library with its emphasis on the visual should be a natural gathering place, providing the deaf with reference and referral services for their educational, vocational, health, legal and recreational needs.

This pioneer course wishes to extend the knowledge and sensitivity of its participants to needs required to provide effective library service to this group. It also seeks to prepare the professional to meet the special needs which may never have been recognized by librarians in their libraries--in part due, perhaps, to the absence of this group from the rolls of the library patrons.

Field trips to a motion picture producer of deaf materials, to a library network providing TTY (teletypewriter) service, to a deaf college library, etc. will be designed as an integral part of the teaching methodology in order to provide the total, visual spectrum of the deaf and to meet them in their environment.

STIPEND

The institute will provide thirty participants for a two week period with stipends not to exceed $75 per week for each participant. Travel and housing will be the responsibility of the individual participant.

STAFF

The administrative staff is Doris and Michael Sadoski, library science educators and parents of a deaf teen-ager. Professors will be Phyllis Dalton, library consultant and retired Assistant State Librarian of California and Doris Sadoski. At state and national levels, this staff has been prominent in helping to develop library programs and the awareness of the needs of library services designed especially for the deaf and hearing impaired, their families and professional associates.

PARTICIPANTS

The minimum requirements for each applicant for institute eligibility are the following:

1. Member of the library profession having an M.S. or M.L.S. from a library school or equivalent or a student in a graduate library science program.
2. Desire to extend library services.
3. U. S. citizen by birth or by naturalization or having the intent to become a permanent resident.
4. Hearing and hearing impaired preference.

APPLICATIONS

Individuals interested in participating in this institute should complete the attached application form by July 15, 1978 if possible. Later applications will be considered for all available positions.

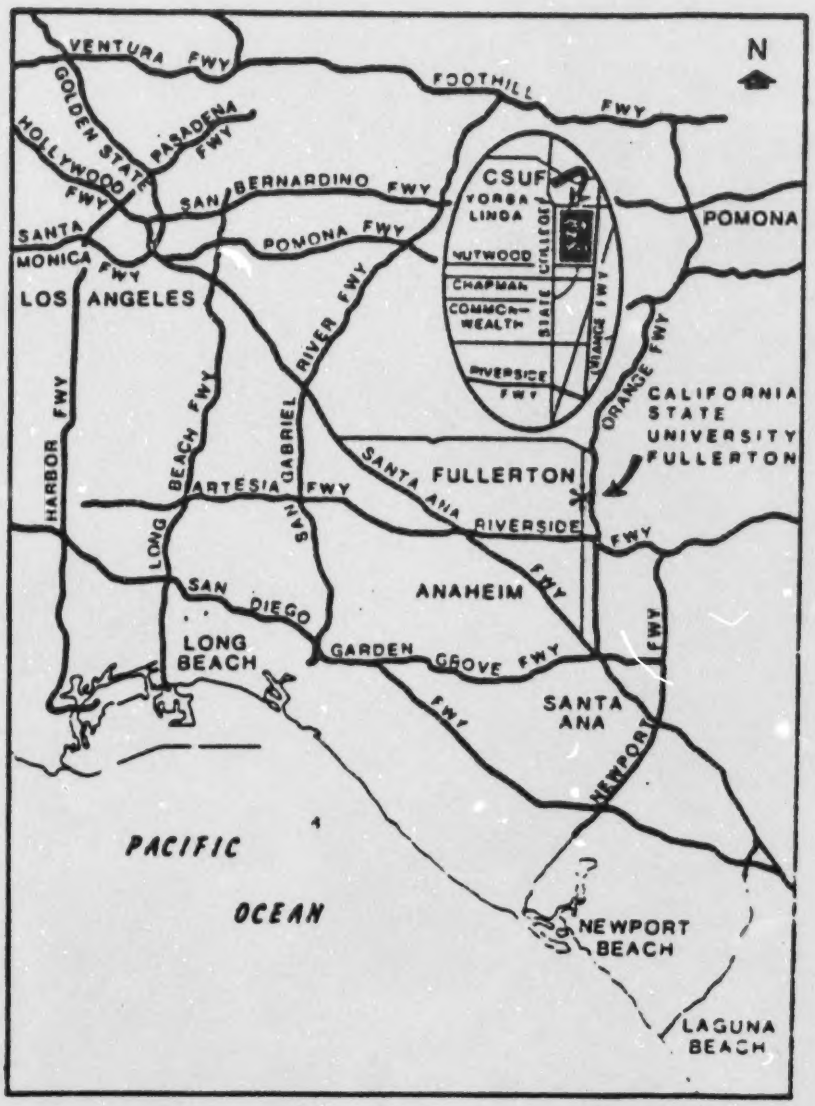
Please send applications to:

Ms. Doris Sadoski, Director
Library Training Institute for Service to the Deaf
Division of Library Science
California State University, Fullerton
800 North State College Blvd.
Fullerton, Ca. 92634

Phone: 714/870-3728 or 870-3866

AREA MAP

CALIFORNIA STATE UNIVERSITY, FULLERTON



LIST OF PARTICIPANTS OF INSTITUTE

1) Suad Ammar
2) Marie Bawany
3) Debra Clark
4) Marylou Colver
5) William R. Corum
6) Dorothy Currie
7) Billie Dancy
8) Kathy Daugherty
9) Valerie Deen
10) Carolyn Eckert
11) Dolores Grammatikas
12) Barbara Green
13) Marilyn Greenbaum
14) Lisle Imbach
15) Florence Fitzgerald James
16) Tom Kandt
17) Karl Keithahn
18) Eunice Kent
19) Chris McSparren
20) Nancy Maxwell
21) Carol Moore
22) Stanley Strauss
23) Carolyn Tuttle
24) Violet Valentine
25) Marilyn Walter
26) Beverly Youree

FOREWORD

The awareness of the need for public library reference and referral materials plus service for the deaf was made poignantly clear to the Director and Associate Director of this Institute when, as librarians and parents of a deaf child, we found no special library services and few printed materials to aid us cope with the new deafness of our daughter. Such materials were being written, published, and disseminated only within limited professional and lay circles. Librarians began to realize the need for bibliographic work in this special subject area. Still, they did not and do not understand that their print libraries do not meet the learning and reading needs of many of the deaf who learn through the visual media. It is this anachronism that must be understood! The prelingually deaf - those who were deaf before acquiring language and never heard language - must slowly and painfully acquire a simple vocabulary of even 500 words. They become as a group poor print readers with high interest/low vocabulary abilities. Publishers and writers must join forces with librarians to provide more graphic, but high content, material for the deaf.

Addressing the question of what could be done in the library sector to help serve the deaf, we, as educators, knew courses were needed in the library science curriculum to train students and professionals in the field to provide the core staff for this new service. In 1977, we offered a mini-course called "Library Service for the Handicapped," which included deaf library service topics.

The impetus to design a pilot curriculum development and staff training institute began when we saw the announcement of a California Library Association meeting in 1975 for service to the deaf. Presiding was Mrs. Phyllis Dalton, retired Assistant State Librarian for California. She has almost single-handedly for the past five years guided these annual special interest meetings and helped implement library service programs for the deaf and hearing impaired. In December 1975 under the directorship of Mr. Sadoski, we submitted a grant proposal to Health, Education and Welfare (HEW) for a summer training institute to develop curriculum and a staff of 50 librarians. The proposal was not granted, but all were most supportive of the idea. Out of this concept grew the present grant proposal for a training institute for the Southern California basin.

Sixteen years after being thrust into the bewildering world of the deaf we could do something constructive for our college-bound deaf daughter, her friends, their parents and professional associates. The training of staffing for public library service has become a reality with the offering of this Institute. Even better, library leaders asked to participate in this Institute.

Mrs. Dalton sees persuasion as the next step in implementing library service to the deaf within the total library service concept. May we add persuasion coupled with persistence to assure the implementation and continuance of these service programs. Now we must hear from the deaf themselves in order to design the best possible programs.

We thank the U.S. Department of Health, Education and Welfare (HEW), the Division of Library Science, California State University, Fullerton, Mrs. Dalton, the participants and all of you who will continue to support and serve the Deaf Community.

Doris C. Sadoski, Director

and

Michael J. Sadoski, Associate Director

HEW Library Training Institute for
Service to the Deaf
Division of Library Science
California State University, Fullerton
August 25, 1978

INTRODUCTION

This "Report of the Proceedings" was co-authored by the participants and staff of the Institute. It is their desire to disseminate this information to all who expressed a wish to come to the Institute, but could not, and to all other interested parties.

The format of the ten, daily sessions was divided into morning meetings with guest speakers who talked about general topics pertinent to the deaf and afternoon meetings emphasizing library service aspects. The guest experts spoke about vocational rehabilitation, counseling, the law, special education, audiology and the different modes of communication for the deaf: speech, lipreading, signing, fingerspelling and interpreting. The two teachers, Mrs. Dalton and Mrs. Sadoski, prepared library learning topics which the participants could discuss, develop and refine.

Whenever possible, we let the deaf experts speak for themselves, and they did so magnificently! In order to not disturb the spontaneity of communication between our guest speakers and participants, many of whom are reticent on camera or tape, volunteer participants took session notes and transcribed these later into the following proceedings.

SESSION SCHEDULE

SESSIONS	GUEST SPEAKERS	TOPICS
FIRST DAY - WEEK I		
Mon., July 31, 9a.m.-noon	Doris Sadoski, Director	"Introduction"
*(DS)	Mrs. Betty Petersen, Asst. Dir. HEAR Center	"Newborn Testing, The Young Deaf, Audiology, Hearing Aids, Aural Programs"
1p.m.-3p.m.	INTRODUCTION OF INSTITUTE PARTICIPANTS	"Definitions, Institute Publications," Distribution of Lee Putnam Paper
SECOND DAY		
Tues., Aug. 1, 9a.m.-noon	Mrs. Phyllis Dalton, Prof. and Mrs. Betty Bray, Interpreter Former Director of Resource Center, Metropolitan Cooperative Library Service, Pasadena (Daughter of deaf parents)	"Persuasion to Offer Deaf Services" and "Teaching Signing to Librarians, Interpreting (registry of, in court), The Greater Los Angeles Council on Deafness (GLAD)"
(PD)		
THIRD DAY		
Weds., Aug. 2, 10a.m.-noon	Ms. Carolyn Tuttle, Project Director City of Santa Fe Springs PL	MCLS "Information Packet", "Teletypewriter (TTY) Service, Programming Primer, Video-Cassettes" Interlibrary Loan (ILL)
FIELD TRIP (DS)		
1p.m.-3p.m.	No Class Meeting, Individualized Annotations	
FOURTH DAY		
Thurs., Aug. 3, 9a.m.-noon	Mr. Ed Rogers, Deaf Counselor State of California Department of Vocational Rehabilitation San Bernardino (Deaf)	"Vocational Rehabilitation, Social Service Agencies, College Education, Employment"
(DS)	and	
	Mrs. Phyllis Dalton	"Case Studies-Serving Deaf Patrons" "Mechanics of Starting Library Services for the Deaf"

SESSION SCHEDULE (cont.)

SESSIONS	GUEST SPEAKERS	TOPICS
FIFTH DAY		
Fri., Aug. 4, 10a.m.-noon (DS)	Mr. John Joyce, Producer Joyce Media 8613 Yolanda Ave. Northridge, CA 91324	"Sign Language Films, Resource Materials, Producing Media for the Deaf"
1p.m.-3p.m. FIELD TRIPS	Ms. Fay Willkie, Interpreter and Dr. Ray Jones, Dept. Chairman California State University, Northridge	"The Center on Deafness, Leadership Training"
SIXTH DAY - WEEK II		
Mon., Aug. 7, 9a.m.-noon (PD)	Ms. Bobbi Barris, Lipreading Specialist Garden Grove Unified School District	"Learning to Lipread"
1p.m.-3p.m.	Resource Guides, Materials, Producers & Distributors and Ms. Phyllis Dalton, Professor	"Cataloging and Acquisitions of Deaf Materials"
SEVENTH DAY		
Tues., Aug. 8, 10a.m.-noon (DS) FIELD TRIP	Mr. Raymond Morvay, Director of Special Education Raymond Temple Elementary and Mr. Pat Campbell, Principal Special Education Centralia School District	"Deaf-Blind, Oral and Total Communication"
1p.m.-3p.m.	Ms. Kathy Daugherty, Interpreter Santiago Library System	"Captioned Films"
EIGHTH DAY		
Weds., Aug. 9, 9a.m.-noon (DS)	Ms. Geraldine Tyo, Director Handicapped Centralized Assistance Point (HCAP) Pacific Telephone	"Handicapped Centralized Assistance Point (HCAP)"

SESSION SCHEDULE (cont)

SESSIONS	GUEST SPEAKERS	TOPICS
EIGHTH DAY (cont)		
1p.m.-2p.m.	Ms. Doris Sadoski, Director	"Topic Research, Annotated Bibliographies"
NINTH DAY		
Thurs., Aug. 10, 9a.m.-noon (PD)	Ms. Jane Rudolph, Attorney Center on Law and Deafness	"What the Deaf Should Be Aware of When Signing a Contract, Their Legal Rights and Laws Affecting the Deaf"
	and	
	Dr. Jack Schuster, Program Evaluator Claremont Graduate School	
1p.m.-3p.m.	Mr. Robert Taylor, Tele-Communications Specialist Specialized Systems, Inc. (Profoundly deaf)	"Porta-telephone Demonstration - Telecommunications"
TENTH DAY		
Fri., Aug. 11, 9a.m.-noon (DS)	Ms. Paul Lilienthal, Field Services Librarian The Braille Institute	"The Deaf-Blind, Multihandicapped People, The Braille Institute, Library of Congress Resources for the Physically Handicapped"
	and	
	Dr. Dick W. Hays, Associate Commissioner of Education USOE	"Introduction"
	and	
	Ms. Doris Banks, Director Division of Library Science California State University, Fullerton	"Introduction"
noon	LUNCHEON	"THE ENDING"

*Initials of presiding person.

LIST OF GUEST SPEAKERS

DORIS BANKS
Director
Division of Library Science
California State University, Fullerton
Fullerton, CA 92634

BOBBI BARRAS (profoundly deaf)
Lipreading Specialist
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BETTY BRAY (daughter of deaf parents)
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Orange, CA 92668

DICK W. HAYS (Ph.D.)
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BETTY PETERSEN
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ED ROGERS (profoundly deaf)
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Dept. of Vocational Rehabilitation
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JANE RUDOLPH
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JACK SCHUSTER (Ph.D.)
Evaluator of Institute
Faculty of Education
Claremont Graduate School
154 E. 10th Street
Claremont, CA 91711

LIST OF SPEAKERS (cont)

ROBERT TAYLOR (profoundly deaf)
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Santa Fe Springs City Library
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GERALDINE TYO
Director
Handicapped Centralized Assistance Point (HCAP)
Pacific Telephone
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Alhambra, CA

FAY WILLKIE
Chief Interpreter
Center on Deafness
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Northridge, CA 91324

REPORT OF THE PROCEEDINGS

First Day July 31, 1978 9 A.M. to Noon

Ms. Doris Sadoski, Director of the Institute: Purposes of the Institute and Introduction of Speaker

At the present time there are 50 public librarians working with the deaf in public libraries in our country. If we add 30 more, as this Institute permits, we are almost doubling the potential for library service to this group. There is, obviously, an inadequate supply of librarians who are capable of working with this group. And the librarian who works with the deaf must, indeed, have special skills. The characteristics of the deaf must be understood, and the characteristics will vary not only among people generally, but there will also be established variations in the way the librarian must speak and behave and work with the deaf depending upon the particular needs and the kind of deafness which this individual has.

The young deaf will not have acquired language before deafness, and so they should be expected to have a low vocabulary. They are not word oriented, but are graphic oriented. Like all people they have interests and activities and needs which are common to all. But they will also have other special needs.

Let us talk, first, about the common elements. There are 20 million hearing impaired in the United States. The major problem they face is communication. Or, rather, the lack of it. They are to all intents and purposes social outcasts because of their inability to communicate with the speaking population in speech and because the speaking population cannot communicate with them in a mode which will convey messages to them. How, then, does the librarian cope?

Each group will differ. And there are several groups whose special characteristics set them apart. First, there are the young deaf. At the other extreme there are the senior citizens. The young deaf may never have learned language. The senior citizens may have spoken and heard all their lives except for the most recent years. Or the deafness may have come suddenly to someone--by disease, by injury--so that there is a new grouping of the New Deaf. There are also the congenital deaf. those whose deafness is the result of inheritance or of changes within the womb which have affected the developing child. There is the danger of rubella or of other illnesses which induce a high fever while the child is developing within the mother's body. These people will never have learned speech in their early years except in most extraordinary circumstances. So the range is a wide one, which we shall be investigating and learning about in the next two weeks.

Mrs. Betty Petersen, Assistant Director of the HEAR CENTER in Pasadena will elaborate for us on several aspects of deafness--NEWBORN TESTING, THE YOUNG DEAF, AUDIOLOGY, HEARING AIDS, and AURAL PROGRAMS. She began her work some thirty years ago, moving from teaching and speech, with work in a hearing clinic in San Diego into an administrative responsibility for the Speech and Therapy Dept. of the Children's Hospital, San Diego to her present position at the HEAR CENTER.

Mrs. Betty Petersen: Newborn Testing, The Young Deaf, Audiology, Hearing Aids, Aural Programs

There are many varied aspects of deafness which the librarian needs to know about. There is a tendency for librarians to be unaware of these needs and for the libraries to be ten years behind in material for the deaf. Not even on the junior college level is such material available generally. In doing research on New Born Screening, I discovered that Studies of significance were done in psychology rather than in the study of deafness. This points to the first major need for libraries to meet--material about deafness.

People, and especially the deaf, need to know about deafness--the various kinds, their own particular kind of deafness, what are the facts which govern each type and which relate to the learning processes? Once the young people who are deaf know the facts of their own problem, they can learn to make decisions for themselves accordingly.

Many of the written materials are not to be found in libraries. The United States is not the best country in the world in terms of sensitivity to the deaf and their needs--or is it? At any rate, there is need for reading material, for video material, for captioned motion pictures, for any kind of materials which can present communication in a way the deaf can understand. Captions are almost universally needed--if not primarily, then as a secondary source of information. What the caption says, however, may or may not be acceptable. It may not provide the basic message, it may not be within the vocabulary capability of the user, it may not be precise enough or exact enough to convey the intended message.

There is almost nothing in libraries about hearing aids. And little medical information is to be found there. Sometimes what is available for the deaf about deafness is not accurate.

Perhaps we should speak of the information relating to hearing loss, which may be related to nerve loss and therefore to loss of some parts of normal speech or other living sounds. This kind of nerve damage can be tested for to give precise information concerning where the loss will occur--in terms of voice level and in terms of frequency of the pitch (of range).

Sound is measured in frequency vibrations which travel through the air and are picked up by the ear, translating the sound into meaning (via the nerve's conduit to the brain). Nerve loss may impair the ability of the nerve to react to some levels and frequencies of the sound waves. The amplitude, the loudness, or the force of the sound waves may also be beyond the receiving capacity of the injured nerve. In either or these cases, the message will be impossible to receive, or, possibly, partially received, or received in an unintelligible way.

In the testing of hearing capability, the testing equipment will measure both of the above elements--the amplitude level and the frequency range. These are then developed into a matrix or chart, showing the relationship at various coordinate points, and by connecting these points a diagram, an AUDIOGRAM, is developed which indicates the hearing range of the individual or may indicate the pockets of hearing. Scorings of 0-20 are classed as NORMAL

(in decibels) 20-60 Mild, Moderate loss
60-90 Severe loss
90-100 Profound Loss

Another factor to consider in working with the deaf is that the average reading skill for an adult is about the third grade level. The structure of the sign language is not parallel to the structure of English grammar with subjects and verbs and modifiers in particular sequences. It has its own nature, and must be recognized as different. Reading level can be improved--reading level in print.

Children who have loss of hearing at birth may learn by the mother's talking into the baby's ear. The physical closeness of the mother to the child--or the father to the child--is important not only emotionally for the child, but because the sound waves are not dispersed in the air. When a child begins to walk, the sound may be lost to him because he moves away from his mother--the source of the family directed sound.

It is important to watch a baby's response to sound and to check it by amplitude. Measure the amount of sound to see what the level of response is. Not all people know what to watch for--as a response. These are the actions to look for: (1) BER, brain evoked response; (2) Cardiac Response, a quickening of the heart beat and, perhaps, faster breathing; (3) absence of response to noises.

Testing of newborn infants for deafness began in the 1960's. Both trained and untrained can do some examinations---talk, sing, whistle, warble and look for a physical response. Sound can also disturb a child's sleep--if he hears it. There is need to recognize the child's characteristics early. The first three years of life are most important in the child's early learning--as much for the deaf child as for the hearing child. More than at any other period in the life span, these are critical. Three years of growth are highly significant for building vocabulary, for developing body skills, etc.

If hearing aids are necessary in the early years, some information should be available about them. Hearing aids usually cut off some sounds depending on the high quality of the tone--at 3000 hertz it is lost. Each sound has a placement in the Audiogram table. This should be checked in the early years.

"Deaf speech" relates to hearing loss levels--some sounds will be heard and some will not be heard. This accounts for the almost halting speech of some deaf.

Testing can be done very early; some children have been tested at the age of 15 minutes. Such testing might reveal prenatal trauma situations such as the presence of the RH factor or rubella exposure. In high risk babies, 60% of deafness can be picked up, although 40% may not be recognized. These conditions may relate to hereditary factors such as recessive genes or the "late developing" kind of deafness. These conditions might relate to mental retardation or to deformities. Hereditary factors which cause deafness create fewer problems for the deaf child than do those factors which cause the child to become deaf while still in the uterus--before birth.

Film Presentation: "HEARING CENTER"

The processes of infant testing are demonstrated with guidelines to direct the attention of the tester to the infant responses: look for changes in concentration, eye-blinking, turning of the head; try different kinds of sound such as whistling, singing, rattles (different frequencies may be achieved using rice in a can or macaroni in a baby food jar); notice response to loud noises which usually is shown by a jerk; notice response change to quiet noises.

Hearing aids are usually for older people. To be properly fitted, each ear separately, testing and trying various kinds of equipment. It may be necessary to have two aids rather than one to improve hearing. Avoid miracle advertising and use a reliable vendor. Be aware that some people cannot wear hearing aids, especially those whose deafness involves "selective frequencies". In any case, precede the fittings with an audiologist's test who can communicate to the reliable dispenser of equipment what the specific needs are.

Discussion following the showing of the film brought out the following:

1. There are some people who cannot be helped by hearing aids. These people may have no inner ear, which is the bone conduction unit. There may be no canal or bone oscillator.

2. Equipment is critical in assisting in determining the best kind of hearing aid. These may include audiometers, earphones of various frequency levels, with controls for volume.

3. Communication in life must not be equated to communication in a learning situation. They are different, and the goal should not be one or the other, but BOTH.

4. Loss of hearing may well affect changes in life patterns. Hearing aids can assist some, lowering the tension in making adjustments of either minor or major significance.

5. A complete vocabulary should be the goal, extending it as fully as may be possible.

6. There is a difference between AUDITORY program and AURAL program. The auditory program requires wearing the hearing aid at all times. The aim is to develop the auditory system and to integrate the auditory and visual experiences in the program.

7. Equipment needs to be checked: adequate amplification, condition of the batteries, the fit of the aid, and its operation. Diagnostic equipment can test impedence to determine that the tympanic membrane is operational and is conducting sound to the inner ear. It measures outer ear volume, too.

There needs to be understanding of what equipment can do and what its limitations are. Know the maximum power output of equipment. Each person may have a different pain level (usually at 95 decibels) and equipment should be turned down at that point. The phonic ear output may be as high as 140 decibels. It is important because it relates both to the ear of the individual and its capabilities and also to the hearing aid. Minor adjustments can be made to eliminate background noises.

Listening includes: HEARING, ATTENDING, COMPREHENSION, REACTION.

HEAR Center services are not free. However, a sliding scale of payments can adjust to the financial condition of those who need its services.

It is easy to diagnose a child, especially a young child, incorrectly. They are frequently diagnosed as retarded when, indeed, they are deaf. Many foundations sponsor programs to assist parents and employers in understanding the problem.

DHC

First Day July 31, 1978 1 P.M. to 3 P.M.

As the institute participants reconvened at 1 p.m. on the first day, they were given an entry/exit control questionnaire. The purpose of the questionnaire was to evaluate what level of knowledge the participants possessed regarding the deaf and hard-of-hearing, and library services now available to this group of individuals. Later discussion showed that most participants found it difficult to answer the survey at this time.

Ms. Sadoski indicated that part of the goal of this institute is to become informed of public services available to the deaf and newly deaf, and to become aware of the problems these people face in coping with life. We will also be developing a current, annotated bibliography (1969-) of booklet and journal material for library services to the deaf for a separate publication.

The majority of the afternoon was spent in introduction of the participants, their backgrounds, and reasons for attending the institute. Members ranged from library students still in pursuit of a degree, to active librarians with programs of library services to the deaf already underway, and even an interpreter with four years of experience working with the deaf community, looking for suggestions and more ways to help. Some had had personal brushes with hearing impairment. Others had friends or co-workers who were deaf. The common denominator was interest, and a desire to help. Perhaps more importantly, a desire to be able to communicate.

V. Deen

Second Day August 1, 1978 9 A.M. to Noon

Mrs. Phyllis Dalton, Professor and Library Consultant: Persuasion to Offer Deaf Service

My interest in the use of persuasion in the providing of library service to the deaf has come within the last year. I have realized what I should have known before; that awareness is essential; understanding is vital - but having accomplished these there is another element before action in the form of a library program can take place. Someone - many people perhaps - must be persuaded that the program is needed, should be funded, will be effective, and is really possible and worth the effort. These people may include the administrator of the library, the library staff, the city manager, a county administrator, a city council, a board of supervisors, a library board, a library system board, a school board, a superintendent or principal, Congress or the legislature, the deaf community - any or all. It is a very real situation and one which we should consider carefully. Techniques are fine, facts are essential, but there must be more.

We know that access to information is vital to an individual to function successfully in society. The deaf require the same accessability to information as hearing people do. If they are not to be disadvantaged, the same accessibility must exist. It is essential to them both personally and professionally. It is the responsibility of the groups of people I mentioned before to provide information in a useable form to all people. Included in "all people" are the deaf. Other handicaps and disabilities should be included but I am using tunnel vision and seeing only the deaf today.

It is the responsibility of all of these groups, not just the librarian, to provide information in the format which is appropriate to the deaf - useable by them. The question is, knowing this how can all of these decision maker, funders, users of the service be persuaded that this service is a part of the total information transfer process? I believe that you will see that the problem exists when you contemplate the number of programs that exist - or rather, the few that exist - to take a quick run-through nationally. I can think of the following: Florida, Hawaii, Ohio, Virginia, California, Maryland, Massachusetts, Washoe County Nevada, Philadelphia, Washington, D.C., Quebec - there may be more, these are the ones I know. In Northeastern University in Boston, where a few years ago sign language was unknown, this past year had several hundred students enrolled in sign language classes. Hundreds of students are taking sign language at M.I.T., at Harvard and other schools in the Boston area. These latter statistics were taken from a speech given by Dr. Harlan Lane, Northeastern University at the Community College of Philadelphia. But this is only a small beginning.

While the technical information concerning the providing of library service to deaf is important, WE MUST REMEMBER THAT THE SERVICE DOES HAVE THE SAME PHILOSOPHICAL BASE AS LIBRARY SERVICE TO ALL OTHER PEOPLE. In many instances the technical approach is the same as that of library service to all people, and if not the same, is very close. While it is true that providing appropriate methods and materials in serving the deaf sometimes requires the use of specialized materials and methods, the service is based on our library philosophy.

We have the philosophy of library service, we have the awareness or we would not be here, hopefully we will have the understanding. I am confident that much that we will hear and see these two weeks will facilitate that. What remains then

between us and a program of action is the persuading of others that the program is vital. How do we do this? I wish I knew the answer. I do know part of it:

1. Being committed ourselves that this library service to the deaf is a part of library service to all.
2. Knowing that because the services have not been given before it requires special emphasis until it becomes part of the total program.
3. That we must know the facts about deafness, the deaf community and the need and be able to describe it to others.
4. And perhaps, the most important of all, persistence - keep trying. Many first attempts to not succeed or second or third or fourth - but the fifth will. Flexibility in the approach and non-discouragement are essential.

And of course,

5. Demonstration of the effectiveness of a program of service is a most persuasive factor. W. Somerset Maugham wrote, "we seek pitifully to convey to others the treasures of our hearts, but they have not the power to accept them, so we go lonely side by side but not together, unable to know our fellows and unknown by them."

Through effective communication we can bring us all together. Library service is communication, persuasion is communication. Can we convey to others the vital importance of library service to the deaf so that we can go side by side and together? Yes, our awareness, understanding and knowledge will enable us to convey to the people who can assist us to be aware, to understand, to know and to act so that we can provide library service to the deaf in our serving all people in our community.

BC

Mrs. Betty Bray, Interpreter and Daughter of Deaf Parents: Teaching Signing to Librarians

Film Presentation: "CONVERSATIONS WITH DEAF TEENAGERS"

Review of Finger Spelling with participants.

History of Sign Language -

It was in the latter part of the 16th century before the first development of any system of organized signs. Gardano, an Italian, suggested that the deaf were not incapable of learning. Until then it was assumed that a deaf person was unteachable.

Spain - DeLeon taught some deaf children to speak.
France and Germany - where the education of the deaf really began.
France - development of the first complete "sign language".
Germany - tended toward the oral method.

Gallaudet and Laurent Clerc introduced sign language to America, thus the roots of American Sign Language can be traced back to a variant of the French Sign Language developed by de l'Epee. Laurent Clerc became the first teacher at the American School for the Deaf in 1817.

If you want to learn signing and finger spelling, you also need to keep the following things in mind to communicate with the deaf:

1) Face the person - keep your hands in his view, about chest high.
2) Move your lips and speak as you sign.
3) Speak at a normal rate, and without extreme lip movements.
4) Remember that they may have trouble with some sentence constructions, etc., so you may need to repeat.
5) Communication should be two way. If you don't understand something they say, tell them that you don't understand (in a nice way).
6) Don't be shy about using signing.
7) When you aren't sure of the sign, finger spell.
8) Practice as much as you can. Seek out opportunities.

It is also helpful if you are familiar with the anatomy of hearing.

There are several varieties of sign language used in America today. One of the best known is American Sign Language, called AMESIAN. Also in use are:

Signing Essential English
Signing Exact English
Signed English - Siglish

Total Communication refers to the right of a deaf child to learn to use all forms of communication available to develop language competence at the earliest possible age.

A magazine which is very popular in the field is Deaf American.

Mrs. Betty Bray: Teaching Signing to Librarians

RID - Registry of Interpreters for the Deaf.
SCRID - Southern California Register of Interpreters for the Deaf.

Concerning court interpreting. It has been recognized that the deaf need and are entitled to qualified interpreters when involved in a court situation. It is important that the interpreter talk to the deaf person before the court appearance, to make sure that the two of them can indeed communicate. Also, be sure the judge is aware of the special circumstances involved.

BC

Third Day August 2, 1978 10 A.M. to Noon

Ms. Carolyn Tuttle: FIELD TRIP to Resource Center, City of Santa Fe Springs Public Library.

The participants visited Santa Fe Springs Public Library, a Resource Center serving the deaf and hearing-impaired throughout the greater Los Angeles area. This library belongs to the Metropolitan Cooperative Library System, (MCLS) whose goal is to bring the deaf and hearing-impaired into the mainstream of library service. It helps them use libraries as information and social centers. It also makes libraries responsive to their needs, and sensitizes the hearing population to the problems of deafness. The library is one of twenty-five libraries in the Los Angeles area that belong to the MCLS. Ms. Carolyn Tuttle is the project director. There is also a project staff; a toll-free teletypewriter (TTY) for reference, interlibrary loan, and general information in Southern California; a collection of books, periodicals, films, and video-cassettes of interest to the deaf; and free delivery service. The Center interacts closely with other agencies serving the deaf and maintains extensive publicity, speaking engagements, a monthly newsletter ("Fingertips") and a project Advisory Board. A model plan of service is being implemented within each of the twenty-five MCLS member libraries. Elements of the plan are community survey, reference and interlibrary loan, captioned films, programs for deaf children, rotating loans and displays, video-cassette programming, collection development, workshops on manual communication skills for staff members, and exploration of public TTY in member libraries.

Film Presentation: "IT'S OKAY TO BE DEAF, DENISE"

Group members watched a film about a deaf girl and how she and her family coped with deafness and a captioned video-cassette on consumer fraud - "FRAUD". They also received folders ("Information Packets") with extensive information on captioned films, children's books available in signed English, resource guides to the deaf community, conducting story hours for deaf children, producers and distributors of captioned films, etc. Members also saw how a TTY is used. Members enjoyed doughnuts and coffee during this visit.

An Information Packet developed by MCLS containing nine bibliographies and information on how to start a Resource Center for the Deaf was distributed. One page as excerpt follows.

(There was no afternoon session. Participants elected to work on their annotations to a core bibliography dealing with library services for the deaf).

NM

Definitions

DEAFNESS

ADVENTITIOUSLY DEAF	Those who are born with normal hearing but lose their hearing later through illness or accident.
COCHLEAR IMPLANT	Surgical procedure for profound sensory hearing loss. Prothesis is implanted in the ear to replace the function of absent hair cells within the cochlea.
CONDUCTIVE HEARING LOSS	Blockage of the auditory canal resulting in muffled sounds.
CONGENITALLY DEAF	Those who are born deaf.
DEAFNESS	A physical handicap, involving the loss of hearing which becomes a learning disability due to the lack of language skills.
HEARING IMPAIRED ELDERLY	Those people who lose all or some of their hearing due to the process of aging.
MENIERE'S SYNDROME	Disease producing fluid in the inner ear leading to hearing loss.
NERVE DEAFNESS (SENSORY-NEURAL)	Damage of the inner ear, resulting in ability to hear only low-pitched distorted tones.
OTOSCLEROSIS	Growth of bone in the inner ear and around the parts connecting it with the middle ear resulting in progressively increasing hearing loss.
POST-LINGUAL DEAF	Child who loses his hearing at the age of five or older after learning basic speech and language patterns.
PRE-LINGUAL DEAF	Deafness at birth or deafness before the age of six months. The child has no command of the basic patterns of language.
PROFOUNDLY DEAF	Functional hearing loss of sufficient severity to prevent aural comprehension of speech even with a hearing aid.

LANGUAGE

AMESLAN	Sign language (American Sign Language) that does not follow the English grammatical structure. It expresses thoughts conceptually.
FINGERSPELLING	Involves the use of the manual alphabet to spell out words, a visual sign for each letter of the alphabet.
LIP READING	Means of communication by reading the lips of a person expressing spoken language. Only twenty per cent of the English language is discernible.
MANUAL COMMUNICATION	Blending of signs and fingerspelling.
ORALISM	Concept of communication through speech and the reading of lips, without the use of manual communication.
SEE	SEE (Signing Exact English) is the development of signs to represent as specifically as possible the basic essentials of the English language including tenses, pronouns, etc.
SIGLISH	Siglish (Signed English) is a sign language that follows the English grammatical structure. English is presented visually on the hands, stringing signs together with the aid of fingerspelling.
SIGN LANGUAGE	Manual communication utilizing hand signs for words and letters.
TOTAL COMMUNICATION	Includes full spectrum of language modes: formal sign language; speech; lip reading and fingerspelling.

Mr. Ed Rogers: "Vocational Rehabilitation, Social Service Agencies, College Education, Employment"

Mr. Ed Rogers, a counselor for the State of California Rehabilitation Agency in San Bernardino was the guest speaker. Mr. Rogers, who has been profoundly deaf from the age of seven, has very good speech and lipreading skills in addition to using manual communication. Many programs and special services, Mr. Rogers pointed out, are funded by the Rehabilitation Agency. GLAD, the Greater Los Angeles Council on Deafness, and the Riverside County Crisis and Referral Center are two of the information referral services that receive funding. Also, medical resources fully qualified to serve the deaf such as St. John's Hospital in Santa Monica and the Orange County Mental Health Center in Santa Ana receive support through the Rehabilitation Agency. Programs in various community colleges such as classes in manual communication and the training of interpreters are also subsidized by this state agency. These are examples of the types of grants that are available. Anyone seeking further information should contact:

Boyed Hudnall, Consultant
Services to Deaf Persons
Department of Rehabilitation
830 "K" Street Mall
Sacramento, CA

The primary focus of the Rehabilitation Agency, however, is vocational guidance. It attempts to facilitate the transition from the rather insular environment of institutions such as the California School for the Deaf at Riverside to the working world. Their services include interview preparation, on-the-job training, providing interpreters for training programs, work experience, and determining functional limitations to aid in job placement. The work experience program is a particularly important service for it works two ways; the hearing employer overcomes his apprehensions about hiring the deaf and the deaf employee develops a concept of self-worth that is invaluable.

Mr. Rogers also emphasized the fact that there are 14 million hearing impaired persons in the United States, and there is an acute paucity of interpreters to accommodate this population. Section 504 of the Rehabilitation Act of 1973 basically states that all federally funded programs must make services readily available to the handicapped. The impact that this law will have on deaf persons is not yet clear, but perhaps it will eventually help remedy the situation by making more interpreters available.

MC

Mrs. Dalton continued with a presentation and class discussion "Case Studies - Serving Deaf Patrons"

(There was no afternoon session.)

LIBRARY SERVICE TO THE HANDICAPPED - DEAF

by Phyllis I. Dalton

A Plan of Service

I. Purpose of the Library Service to the Handicapped - Deaf
(Statement of Purpose)

II. Objectives of the Program of Library Service to the Handicapped - Deaf

A. Statement of the Short Range Objectives

B. Statement of the Long Range Objectives

III. Organization of the Service

A. Location within the Organization

B. Financing

1. Local funds

2. State funds

3. Federal funds

4. Private funds

C. Staffing

1. Professional staff

2. Technical staff

3. Clerical staff

4. Volunteer staff

5. Staff training

6. Utilization of staff

D. Organization of the Program

IV. Library Outlets for the Program

A. Community Library

B. Resource Library

C. Research Library

V. Services Provided to the Handicapped - Deaf

A.

B.

C.

D.

VI. Resources Provided for the Handicapped - Deaf

A.

B.

C.

C.

VII. Service Development in the Program

A. Priorities in the Service

B. Development of New Service

C. Budget Development

D. Steps in Implementation of Plan of Library Service

VIII. Physical Facilities

A. Review of all Physical Facilities Needed

B. Priorities in the Development of Physical Facilities

C. Action Steps to take to meet the physical facilities needs

IX. Program Evaluation (To be considered throughout the planning)

A. Building the Evaluation into the Program

B. Development of Goals

C. Development of Quantifiable Objectives

D. Development of Continuing Education

E. Review of the Plan and Modification of the Program

F. Total Evaluation of Activities Under the Plan

CASE STUDY NO. I

You are a reference librarian in a community library which has a separate reference collection. It is the noon hour and you are the only librarian on duty. There is a library technical assistant at the circulation desk and only clerical staff available elsewhere. An elderly woman comes into the library and approaches the person at the circulation desk first. She asks her question, you observe, and receives a prompt answer from the circulation attendant. The woman, however, seems puzzled and uncertain of what her next action should be. She asks the circulation attendant a question again and receives an answer. You note that the woman still does not act. You decide that this is the time for you to act. You have just had a seminar on deaf awareness. It occurs to you that the elderly woman may be deaf and not wish to state the fact to the circulation attendant. You decide to approach the woman yourself and to help her. How will you approach the woman as far as the psychological aspects are concerned? As far as practical communication is concerned?

CASE STUDY NO. II

You are a library administrator in a large metropolitan library. A deaf librarian has just been employed to develop a program of library service to the deaf community. There is no one on the staff who knows sign language nor has any other skill in communicating with the deaf. Some of the staff have deaf people among their family members but have never been in a work situation with the deaf. The deaf librarian will report to work within six weeks. Because many hearing people will be working with her, it is important that they be able to communicate. What steps will you take within the six weeks to enable the hearing and the deaf to communicate effectively?

CASE STUDY NO. III

You are a librarian in a one librarian library. A young construction supervisor came into your library with a serious problem. He has just employed a young helper who is deaf. It is vital that he, at least, communicate with the young helper to enable him to work at his job in the construction business. He understands from the father of the young helper that the young man wishes to make a career of the construction business. The construction supervisor is not certain whether that is the wish of the young man or of the young man's father. The young man's father has never really accepted his son's deafness. The construction supervisor has never worked with a deaf person nor has he really had any contact with a deaf person. He has two problems on which he wants help - the primary one is, how can he communicate with the deaf helper. A second one in which he is interested is how can he help the father to accept his son's deafness. Can you help the construction supervisor?

CASE STUDY NO. IV

You are a children's librarian in a library in a city of about 14,000. Your library is part of a cooperative library system, countywide. Within that system are public, school, special libraries, and a community college library. You have teletype service within the community college to research libraries and the state library. A teacher in one of the elementary schools comes into the children's section looking for materials to help her with the deaf and hearing impaired children she is teaching. Although she has consultant help with the handicapped, she feels inadequate in working with the deaf. Your cooperative library system has been developing a deaf awareness program countywide so that you do have some material you can give her and access to other materials. How would you go about helping the teacher both as to kinds of materials and ensuring that she has access to the materials?

CASE STUDY NO. V

Your director of libraries has asked you as program coordinator to develop a program of library service to the deaf community. The library director will present the plan to the library board and then to a funding source. The Director wants a complete program, outline, details and budget. Your library is in a metropolitan community of average size. The library has 20 branches. The community is made up of all ages and is a community of average educational development. The economy of the community is dependent primarily on agriculture and agricultural products. A retirement community of middle income people is developing within the city limits. Handicapped children are attending the public schools. There is also a private school which has just opened. The city has a mayor-council type of government and has just appointed a new city manager who has been on the job one week. There are the usual service clubs in the city as far as you know. There is one daily newspaper and one weekly newspaper. The Chamber of Commerce is very active in the community. What elements will you stress in the plan you develop for library service?

Fifth Day August 4, 1978 10 A.M. to Noon

Mr. John Joyce: FIELD TRIP, "Sign Language Films, Resource Materials, Producing Media for the Deaf"

John Joyce earned his undergraduate degree at Loyola University and received a Master's degree in Communications Arts while attending the University of Southern California. He has collaborated often with Louie Fant, CSUN Lecturer for the Deaf and son of deaf parents, to produce American Sign Language materials.

Joyce Media is the only commercial producer of sign language films in the United States. Mr. Joyce started a family business, dealing mainly with sign language educational materials in various media: books, cassettes, quick-flick films, alphabet posters, movie cartridges, and video-cassettes.

Mr. Joyce showed us his Thesaurus of Sign Language Terms that is in production at his studio now. This is to be distributed internationally. Also we saw two sign language films and visited his sign language store.

Film Presentation: "LIFE, LIBERTY AND THE PURSUIT OF HAPPINESS" [which tells the story of Thomas Jefferson], and "JABBERWOCKY".

(We were served punch, coffee and cookies).

DCS

Fifth Day August 4, 1978 1 P.M. - 3 P.M.

Ms. Fay Willkie, Interpreter: FIELD TRIP, "The Center on Deafness, Leadership Training"

Ms. Fay Willkie introduced us to Dr. Perrin, of the Media Center, who has helped develop library orientation video-cassette tapes for the deaf and was doing the media projection during our field trip. He showed a film clip and slide presentation of the program for the deaf at California State University, Northridge. Then Dr. Ray Jones was introduced. Dr. Ray Jones stated this was the only program of its kind when it started in 1965. Now there are over 100 deaf college programs in the United States. He talked about a deaf exchange student from Tokyo. This program started with the placement of deaf students in the teacher training program. Previously there were only 2 deaf persons employed in such programs in California. Ninety-five percent of the deaf in the program come for teacher training, but the program offers accounting and computer science internships. There have been management seminars for middle management in business, training for IBM, Shell, AT&T, etc. employment. These change the viewpoints of the hearing hosts regarding employment of the deaf.

CSUN pioneered the concept of developing materials in signing, which has a beauty that cannot be translated into English. Why not history stories in sign language format? A signing insert can be added to video-tapes for very little additional cost. This could lead to individual home TV libraries.

Deafness rarely responds to medical treatment.

Tape Presentation: Louie Fant signs and speaks a library orientation lesson dealing primarily with the catalog.

The support unit offers class note-taking, tutoring, counseling, speech conservation and interpreting service for deaf undergraduates and graduate students in various academic studies. The Teacher Preparation Program (TPP) leads to a master's degree in Special Education and Certification in Teacher Preparation.

CSUN and five other institutions have joined together to train professional interpreters.

The National Leadership Training Program - Area of the Deaf (NLTP) is for hearing and hearing impaired graduates. The program is designed to develop supervisory and administrative skills in education and rehabilitation personnel. There are a few fellowships awarded from the Bureau of Education for Deaf-Blind Students.

DS

Sixth Day August 7, 1978 9 A.M. to Noon

Ms. Bobbi Barras: "Learning to Lipread"

Definitions:

1. Lipreading is the ability to understand the spoken language by observing the speaker. The dictionary says by "reading" the lips, but Ms. Barras feels facial expression and body language are very important.

2. Hard of hearing is mild or moderate loss of hearing. One person out of fifteen may fall in this category.

3. Deaf people have a severe or profound loss of hearing, a total loss of hearing. One person out of 700 falls in this category.

4. Homophonous words are words that sound alike.

5. Homophenous words are words that look alike to the lipreader.

There are two main forms of communication among the deaf: oral or lipreading, and sign language.

There are some 20 million Americans with some form of hearing impairment. This is a larger number of people than those afflicted by the seven leading diseases: heart disease,cancer, TB, VD, multiple sclerosis, kidney disease and blindness. Eleven and a half million of these hearing-impaired people have never gone to a doctor. They will not admit anything is wrong with them. Ms. Barras was 14 years old before her deafness was diagnosed and she was 28 before she would admit to anyone outside her immediate family that she was deaf. Ms. Barras feels that blindness is not as bad as deafness. Being blind cuts the person off from contact with things but not with communication with people. Being deaf cuts off communication with other people and limits learning.

When someone speaks for a hearing-impaired person to lipread he should use a normal tone of voice. Do not emphazise mouth movements. Do not chew gum or hide your lips. Deaf people often ask you to repeat. Keep the some intonation of your voice; don't raise your voice because the deaf person may think you are angry with him. Deaf people are sensitive. If you are asked to repeat what you said, use different simple words. Do not use the same words again. The deaf person may not have understood the meaning of the words. The deaf speak in a monotone because they can't hear themselves and are often difficult to understand. The hearing person should know what various words look like on the lips so he can use the words that are easy for a lip reader to distinguish. The mouth movements of many words look similar. The deaf person says what he sees and thinks you are saying not what you have actually said. With lipreading one third is acquired by sight, one third by context, and one third by body language. A person should never use contractions when speaking to a lipreader - say CAN NOT, not can't. Use the words mother and father, not mama and papa, which look and lip alike. When you begin teaching a baby to lipread be sure to learn what words should be used for the easiest visibility.

Two excellent books are The Psychology of Deafness by Edna Levine and Speech-reading by Kenneth Berger.

Letters for Lipreading:

1. p, b, m - all have the same lip conformation with the lips coming together. Maybe, pay me, baby are homophenous words to the lipreader. Ma ma looks like pa pa to the deaf.

2. f, v, ph, (gh) - all have the same form. Face, vase, phase, laugh are look-alikes to the lipreader.

3. r stands alone - as in the word bright.

4. sh, ch, soft g and j are called projections.

5. w, wh, tw, qu are also projections.

6. s, z, soft cx - see, say, sew, simple.

7. t, d, u,,(nt, nd).

8. L has the same movements as the letters in number 7 but the lips are open so the tongue can be seen inside the mouth. Time has a narrow lip opening but line has a wide opening.

9. th - panther, rather.

10. hard c, g, k are formed in the back of the mouth.

11. g followed by ei is extended sideways.

    y followed by ou is also extended.

Ms. Barras' final statements were that we must extend ourselves with the deaf, don't hold ourselves in, don't back away from them. Touch them and show them we are interested.

DG

Sixth Day August 7, 1978 1 P.M. - 3 P.M.

Ms. Phyllis Dalton, Professor: "Cataloging and Acquisitions of Deaf Materials"

What do deaf people ask for in the library? Whatever the regular patrons ask for plus how to get a TTY. Parents ask for materials about deaf children.

You should never give a deaf person a regular test; they just don't have the vocabulary. Give an open book test or you can give a pre-test with the open book and then give a regular test.

The average college deaf student has about a fifth grade reading level; a deaf college graduate reads at about a ninth grade level. The Brill test for the deaf tests intelligence.

Alice Hagemeyer and Helen Johnson are two deaf exceptionally fine librarians.

A book that's noteworthy is The Library and the Patient edited by Eleanor Phinney.

An article "Can Schools Speak the Language of the Deaf?" appeared in the December 11, 1977 issue of the New York Times.

Another book title is Mainstreaming the Deaf Child by Lasky. The American Library Association is developing standards for libraries with and for the deaf.

An interesting question - Should collections for the deaf be separate or shelved with the regular collection? The catalog cards could be color coded if you integrate the deaf collection with the regular collection. Library of Congress includes a note on signed English in its card tracings.

The Edward Miner Memorial Library Dictionary Catalog on Deafness and the Deaf. 1970 $145 G. K. Hall is available from Gallaudet College.

How can one build up a "Deaf" collection? Look in audio visual catalogs; U.S. government catalogs under special education; C. C. Thomas; Gallaudet College; Joyce Media; Prentice Hall; the Metropolitan Cooperative Library System Resource Center has lists of film distributors; the MCLS Resource Center also has lists of signed books; National Association for the Deaf also has a publication list. Contact rehabilitation centers for materials and sources. Consult the Greater Los Angeles Council on Deafness Directory for deaf information.

The American Library Association is developing standards for library service to the deaf.

DG

Sixth Day August 7, 1978

Doris Sadoski, Director: Regards

1. Friday, Aug. 11th after 2 p.m., your stipends for 2 weeks for a total of $150 should be ready.

2. Do you wish to have lunch together this Friday? If so, where, what kind of food, general cost, and who will arrange?

3. Tomorrow morning Aug. 8th we will visit Centralia School.

   Time

   Location

   Map

   Needed shared riding

4. Please turn in your class note-taking by this Thurs., Aug. 10th.

   Format: on 8-1/2 x 11" typing paper, typed if possible with your initials at bottom, please.

5. Please turn in your 3 or 4 citations.

   Format: on 8-1/2 x 11" typing paper, each citation and abstract on a separate page with your initials at the bottom and typed when possible, please.

   Discuss 60-75 word abstract vs. abbreviated summary-critique.

6. For the ten participants missing xeroxed copies of Pendell, Lucille H. "Deaf Library Service to The," Encyclopedia of Library and Information Science. 6, 444-467. Please note, read and copy if you so desire.

Doris C. Sadoski, Director

Seventh Day August 8, 1978 10 A.M. - Noon

Mr. Pat Campbell, Principal: FIELD TRIP, Centralia School District

Mr. Raymond Morvay, Director of Special Education: FIELD TRIP, "Deaf-Blind Oral and Total Communication"

One half of the group visited the Raymond Temple School in Buena Park, Mr. Raymond Morvay, Special Education Director. The other half visited the San Marino Elementary School, Buena Park, Mr. Pat Campbell in charge.

Mr. Morvay told the group that the most of the children attending that school are born deaf. Language difficulties are their major handicap. Because of this they have difficulty in communicating. They do not have contact with the social world through hearing and speaking. It is necessary for a child to have many associations with a word before it becomes a part of the vocabulary.

A difference of opinion exists among the deaf and educators of the deaf concerning whether the oral method should be used or total communication. Total communication is used at the Raymond Temple School. For every child who can benefit by the oral method there are 7-10 who do not learn. This means that only 10% of the people can be reached by the oral method. They give parents the choice between the two methods of communication.

Reading is very difficult for children who are deaf. They develop words from objects with lips or signs. The manual system does not use voice, total communication does. Then the child must transfer to the written word. Deaf people often have visual problems also. It is very difficult to teach the deaf-blind. The children who are deaf prefer picture books. The children come to the school at three years of age. In an experimental program they are enrolled at 18 months.

The divorce rate among the parents of the handicapped is very high. The mother spends much time with the handicapped child. The school uses all means possible to reach deaf children. The sight of a hearing aid indicates a deaf child, although not all deaf children wear hearing aids. Usually hearing children are present in the school. A single hearing aid can cost $800 and $1600 for a dual system gives a stereo effect (biaural). Children have a problem in losing hearing aids or parts of them.

The group saw deaf-blind children being taught. One child had just come to the program. The other came at 18 months and was now 9 years old. One group of deaf children were learning to color. Another group were learning the signs and speech as well as writing of airplane and ball. A third group were having lunch - one cooked by them. Seeing another group, Mr. Pat Campbell told the participants that San Marino has both hearing and deaf children during the year. They leave the doors open so that the two groups mix and the teachers team teach. This mainstreaming is an integral part of the program. The school enrolls the children beginning from 18 to 36 months. Many pick up oral communication quickly and advance rapidly. The classes usually have a teacher and an aid. They secure some of their teachers from the John Tracy Clinic in Los Angeles. Some come from programs out of state. They have a multiple credentials program. John Tracy is

Oral, Cal State Northridge - total communication; Cal State Los Angeles, neither, specifically. A Master's program of one year is not long enough. The Centralia School District serves the Northern part of Orange County. The San Marino children go to Garden Grove Junior High School and the Raymond Temple to McFadden Junior High. The parents are encouraged to explore both the oral method and total communication. This knowledge allows them to make a choice as to what is best for their child.

One group of children observed by the students were learning long and short sounds and intonation. A second group were learning to eat food while a third were eating muffins which the group had baked.

Library materials are in the individual rooms. They also have a Media Center. There are no professional librarians in San Marino even though there is money for them. It is up to each principal.

P.D.

Seventh Day August 8, 1978 1 P.M. to 3 P.M.

Ms. Kathy Daugherty, Interpreter: "Captioned Films"

Before officially starting the session, there was free discussion on hearing aids, where to obtain them if cost is prohibitive. Crippled Children's Services will provide aids for children, Social Security for the elderly.

There was also a discussion on the incidence of loss of aids among children and the high cost of insurance premiums on policies against loss.

Kathy Daugherty passed out a list of captioned films to be shown at various Orange County libraries this summer, sponsored by the Santiago Library System (SLS).

This program won the John Cotton Dana Award in 1975. A portfolio on the program and the award is available for perusal.

The film program was the brainchild of the former SLS media specialist and is now administered by David Boule, the present media specialist.

USHEW Captioned Films ordering information is to be found in the GLAD directory. Briefly, in order to show the films, you must have at least 6 deaf persons in the audience, and list the location where you intend to show the films, (home, school, church, etc.) and the addresses of the deaf persons. You will receive an order book. You must order at least 3 months in advance and list 2nd and 3rd choices. The service is free.

However, SLS incurs expenses in running the program because of keeping up their mailing list. They keep a card file of some 250 deaf persons and organizations and send out notification of showing about once a month. Other costs are the printing of these flyers, postage and Kathy's salary. She shows about 6 films a week and is allowed 5 hours of salary per film.

Kathy told us that having captioned film showings is a good program to start in our libraries, mainly because it is free; but reminded us that we must promote the program at every opportunity.

When selecting films for showing, one should stay away from musicals--these don't go over well at all. Deaf audiences prefer action and comedy, simple plots and any Disney production, be it animated or live action. In fact, the "Happiest Millionaire", a musical, was well received.

Audiences are composed of babies to those around age 75, but are mostly young adults. Numbers of patrons have ranged from 2 or 3 to 35, but when "JAWS" was screened recently, there was a record turnout of 200 people, about two-thirds of whom were deaf.

This program was originally funded through the Library Services and Construction Act for the first two years of its operation. When funding was threatened, the deaf community undertook a vigorous letter-writing campaign, and funding was continued through the Santiago Library System.

Kathy then asked the Institute participants to view the first reel of the second half of "Gone With the Wind" and evaluate the captioning. The first part of the film was viewed with sound and the second, with the sound turned off.

Criticism was made of the use of dialect in approximating the speech of the slaves, the use of unusual and/or obsolete words, such as "po'teers", "Croesus", "gaoled", "tommyrot", etc. There were no sound effects, such as muffled crying or the sound of crying off-screen. Underlining of certain words was also noted. The general consensus of the class was that the captioning was poor, and some had difficulty in reading fast enough to keep up and felt that if hearing people had a hard time, the deaf would have even more trouble!

There followed discussion of where captioning is done and how. Some by HEW, in Washington, D.C., which obtains a print from the producers, others have been captioned already for foreign export. There was also some talk of films which may be suitable for showing without captions, such as the controversial film "Walkabout", filmed in the Australian outback.

The question was also posed about general school use of 16mm captioned films for the hearing. One of the participants replied that he found captioned films very useful, expecially those on science and industry. Captions and explanations were clear, concise and appreciated and enjoyed even by hearing students.

Ms. Daugherty also volunteered her interpreting services whenever needed during the Institute.

MAB

Eighth Day August 9, 1978 9 A.M. to Noon

Ms. Geraldine Tyo, Director, HCAP: "Handicapped Centralized Assistance Point (HCAP)"

An excellent morning program was presented by Ms. Jodie Tyo of the Pacific Telephone Co. She is associated with the office of Handicapped Centralized Assistance Point (HCAP) which provides services to the handicapped. The function of this office in dealing with the deaf is to serve as a business office. They have 2 TTY's (Teletypewriters) with toll free numbers. The deaf who own TTY's can contact the office and type out a message and will get an answer typed back regarding their service. The telephone company has a Micon unit with 7 numbers. This is the newest development in TTY's. Many of the deaf own older obsolete pedestal type units which were donated by the telephone company to Teletypewriters for the Deaf, an organization which refurbished the units at cost and sold them for $300 each.

So far deaf people cannot reach the operator to make collect calls, but hopefully by this fall they will have tariff TTY and better service. If a library has a TTY, decisions will have to be made as to its use--will it be strictly for reference or could the library allow the deaf to make emergency, long distance, personal calls from the library?

Alhambra is the pilot handicap center, and there is now an office in northern California with recent ads in the paper telling about their services. Ms. Tyo feels that it is a big help if one can sign a bit--it shows a willingness to help. She feels it would be important also in the library. She says that many deaf people do not acknowledge or realize their verbal skills are very poor. The majority of them may not have good writing skills, and they are usually poor readers.

The telephone company has various items for sale for the handicapped such as an artificial larynx, amplified headsets which help certain degrees of hearing loss and bone conduction receivers. The TTY will be the first thing for the completely deaf. The phone company now has modular equipment which plugs in and out so that various units can be picked up at phone centers. These items will not work unless the customer has modular equipment also. The Utility Commission decides on the tariff for the items the telephone company wants to sell, but sometimes a year or more passes before a decision is made. This is called regulatory lag. All items for the handicapped cost extra with a certain fee per month plus a $25-30 installation charge.

It is hard to get information about where to buy a TTY. The telephone company's policy is to not make recommendations--even giving out a list could be misconstrued as a recommendation. GLAD has a few places in its directory and Carolyn Tuttle of Santa Fe Springs has a partial listing which she will share. There is a NEW booklet titled TTY, Telephone for Deaf People which may be of some help. The telephone company also cannot make calls for anyone. They may point an individual in the direction of service, but cannot make recommendations. A man in the San Fernando Valley has an answering service which will make calls for people.

The phone numbers for the telephone companies are:

General Telephone: TTY # 1-800-352-7438 800 is toll free
Voice# 1-800-352-7437

(They have similar equipment to Pacific Telephone--difrerent prices)

Pacific Telephone: TTY # 1-800-242-4570
Voice# 1-800-242-4565

In using a TTY it is important not to interrupt. One should wait for GA--Go Ahead. To say goodby the single is GA to SK.

A film was shown which showed a variety of equipment available to help handicapped people.

EEK

Eight Day August 9, 1978 1 P.M. to 2 P.M.

Doris Sadoski, Director: "Topic Research, Annotated Bibliographies"

There is a Senate Bill 823, The Green Bill, which is pending and would give equal access to the handicapped.

Phyllis Dalton is the president of the Health and Rehabilitation Library Service Division of American Library Association (ALA). This group has a small membership but she feels there can be an impact on the National level, not so sure about the state level. She invited everyone to attend the California Library Association (CLA) meeting on Sunday, Dec. 3, 1978, from 3-5 p.m. in the Sierra Room in the Town and Country Motel, Hotel Circle, Mission Valley in San Diego. The meeting is entitled "The Deaf and the Hearing World."

Research in the area of deafness is being done by bone banks:

1. The Deafness Research Foundation
   366 Madison Ave.
   New York, N.Y. 10017

2. Western Temporal Bone Bank Center
   1466 Fourth Ave.
   San Francisco, Ca. 94122

EEK

At the Second West Coast Computer Conference in San Jose, CA. in 1978 the conference was devoted to Computers and the Handicapped. There are now voice synthesizers and hand calculators saying the digital, print-out in English, French, Spanish, Arabic and German. These will aid the deaf-blind in employment training and opportunities.

Already in Britain are TV captioned videotapes produced from data banks to aid home grocery and shopping viewers.The American Public Broadcasting Stations are captioning news programs. Teletext, called Ceefax (See Facts), TV transmission using home TV's as a computer terminal is produced by the British Broadcasting Corp. (BBC). A similar system ORACLE (Optional Reception of Announcements by Coded Line Electronics) is produced by the Independent Broacasting Authority (IBA).

DCS

Ninth Day August 10, 1978 9 A.M. to Noon

Ms. Jane Rudolph, Attorney: "What the Deaf Should Be Aware of When Signing a Contract, Their Legal Rights and Laws Affecting the Deaf."

Ms. Rudolph outlined the responsibility of society so that the deaf hopefully can become part of the mainstream, thus providing reciprocal benefits to society as well as the deaf.

Public Law 94-9142, The Education for All Handicapped Children, of 1975 says that the handicapped have the right to the same education as all children do. It strives for the "best education possible." Its basic provisions aim at:

1. Identification and assessment of the individual handicap by professionals.
2. The seeking-out, testing and evaluation of handicapped children.
3. The right of specialized education tailored to handicapped children's needs in order to make possible their participation in society. Parents have the right to input, review of this individualized educational plan for their children and a hearing at local, state and court appeal hearings when necessary.
4. "Least Restrictive Environment," mainstreaming if at all possible--this being open to various interpretations.
5. Programs for parent education.
6. Short term objectives and long range goals for each child to be outlined.

Federal 504:

It applies to all public services including the library, wherever there is associated federal funding of a kind and states that all employers must provide equal services.

In California any state-assisted program must provide access and assistance to their handicap. For the deaf, this may mean provision of interpretive services, TTY (teletypewriter) equipment.

Basic materials for librarians needed are:

1. Copies of laws pertaining to the deaf.
2. Information from governmental and private agencies.
   i.e., Closer Look provides such publications as: "Getting to Know Each Other: A Reading List to Help You learn More About Children and Youth Who Have Handicaps" Your State Agencies Serving Handicapped Individuals, National Information Center for the Handicapped, P.O. Box 1492, Washington, D.C. 20013

The Greater Los Angeles Council on the Deaf, Ins. (GLAD) started and finances via state, federal and private contributions the Southern California Center for the Law and Deafness in December, 1977. It has a staff of four lawyers, several paralegals and two community educational coordinators. Its services are free, but it will handle only cases directly dealing with deafness or discrimination due to deafness. For example, divorce cases of a deaf person are not handled.

DCS

Ninth Day August 10, 1978 1 P.M. to 3 P.M.

Mr. Robert Taylor, Tele-Communications Specialist: "Porta-telephone Demonstration - Telecommunications"

Mr. Taylor was born deaf in Manchester, England where his grandmother hired a live-in speech therapist for his very early education. Then he went to an oral, residential school. He wished his education had dealt more with content rather than just speech therapy.

Mr. Taylor, who helped design the PORTA-TEL, demonstrated this new portable teletypewriter. The PORTA-TEL is a battery or electrically operated, very lightweight machine.

Its characteristics are:

4 pounds - total weight
typewriter keyboard
32 character electronic display
compatible with all other TTY equipment
printer attachment
carrying case
AC power supply
full year warranty
cost $399 (about 4,000 of these machines are now in use and 20,000 units are being manufactured each month)

Mr. Taylor is interested in police units and other service groups using this type of unit for emergency work.

DCS

Tenth Day August 11, 1978 9 A.M. to Noon

Ms. Paula Lilienthal, Field Services Librarian: "The Deaf-Blind, Multihandicapped People, the Braille Institute, Library of Congress Resources for the Physically Handicapped"

Braille Institute:

The Braille Institute was founded in the early 1900's by a man who became blind when young and felt the need for more reading materials. The Braille Institute offers classes for the blind in topics such as household chores, family relations, and adjustment to blindness. Impaired and low-vision aids are furnished to assist in vision correction. The aids are sold at cost.

The Library of Congress:

The majority of all free library materials developed by the Library of Congress for the blind and physically disabled are 33-1/3 rpm records. This service is now called the National Service for the Blind and Physically Handicapped. There are 2 regional libraries in California, in the north and the south. There are over 100 regional libraries serving the entire U.S. population. Regional libraries have walk-in facilities and services. There are 4 U.S. centers, housing what other centers cannot hold and acting as intermediaries between the local and the federal.

There are four groups of eligible patrons:

1. The legally blind
   a. 20/200 vision
   b. Visual field of 20° or less
   c. Peripheral vision difficulties
2. The physically handicapped
   a. Limited in their reading due to their handicap
   b. Cannot use standard print-out
3. The reading disabled
   a. Dyslexia
   b. Aphasia
4. The temporarily disabled

Hospitalized patients may also receive services as well as mainstreaming, blind students. The latter usually make their requests through school and university handicapped centers.

The collection consists of 15,000 titles in 4 media: open reel tape, records, cassettes and Braille. Most of the collection is popular and non-technical. There are over 70 magazine titles. There is extended loan of equipment and materials with no overdues! Stereo headphones are offered to the blind-deaf. Bi-monthly catalogs contain material listings by media, new items and subject bibliographies. There are 6 reader-advisors maintaining a file on individual reader needs and preferences. A union list of holdings contains all that has been produced from many different organizations. There is a Presidential

Commission on Service to the Handicapped and a Clearing House for Handicapped Students. The Helen Keller National Center for Deaf-Blind, 102 N. Brand Blvd., Glendale, CA 91203, is the most well known service Center for the Deaf-Blind. How does a library qualify for service? ASK and fill-in forms.

Remember that all library patrons using large print materials will probably need blind services. Many libraries and librarians have no knowledge of who is handicapped in the community.

To aid the blind in their library work:

1. Have exhibits in accessible areas.
2. Use raised lettering and symbols.
3. Offer to orient the patron to the library.
4. Conduct in-service staff training on how to act, behave, and communicate with the handicapped.
5. Establish relations with civic groups who have special charity connections for the handicapped.

Film Presentation: "HOW TO ACT AROUND THE BLIND"

Dr. Dick W. Hays, Associate Commissioner of Education, Office of Library and Library Resources, U.S. Office of Education, Washington, D.C. 20202, was introduced to the group. Mrs. Doris Banks, Director of the Library Science Division, CSUF, was also introduced and spoke a few words about the current needs of our profession. These honored guests joined the participants and staff in a luncheon to celebrate the successful ending of this Institute.

DCS

APPENDIX

A. HANDOUTS BY GUEST SPEAKERS

1. Bibliography by Betty Petersen
2. Storytelling for Hearing Impaired Children by Helen Johnson
3. Letter from a new Gallaudet College, profoundly deaf student
4. Santiago Library System Captioned Films for the Deaf Program
5. Captioned Films for the Deaf
6. Special Instructional Aids for California Public & Private Schools, Colleges and Universities
7. Entry - Exit - Control Questionnaire
8. Fourth Continuing Bibliography of Selected References Concerning the Deaf and the Hearing Impaired. - California Library Association

B. BIBLIOGRAPHY OF REFERENCE AND REFERRAL HANDOUTS

1. Core Curriculum - Library Science Handouts
2. Other Important Handouts

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by

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STORYTELLING FOR HEARING IMPAIRED CHILDREN

by Helen Johnson
(profoundly deaf)
Librarian
California School for the Deaf, Riverside
3044 Horace Street
Riverside, CA 92506

1. SEATING ARRANGEMENT:

Small group - seat hearing impaired children (*) with other children(.)

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Large group - seat hearing impaired children in front of group

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*It is important that when seating hearing impaired children in front that this should be done in a discreet manner so that the other children will not feel inferior, etc.

Hearing impaired children should be taught to be quiet and courteous and treated in the same manner as their other peers.

2. METHOD OF COMMUNICATION:

Total communication - a combination of sign language, finger spelling, and oral communication.

3. LANGUAGE ABILITY:

Usually the h.i. children's receptive skills are higher than their expressive skills.

a. Varies depending on the children - most children think in terms of concrete things than abstract.

b. Picture books - very popular.

c. Books having high interest-low reading level vocabulary have more appeal.

d. Signed English Series - these books have sign language along with words when telling the story. These books can be ordered from:

Bookstore
Gallaudet College
7th and Florida Avenue, N.E.
Washington, D.C. 20002

:tter from a new Gallaudet College,
·ofoundly deaf student)

July 29, 1978

Dear Mom,

I am writing for your letter until today. Today my group and I went to Georgetown. Are Michele and Renee Hawkins going to George University? We went to Washington Monument. when I stood at top of it. I can see my dorm near the Capitol. My dorm is one of big dorm building on Gallaudet College. Then we visited the Capitol, then back to Gally.

We will visite the White House tour on August 16. We will visit the Smithsonia building tomorrow.

Last week I thought the NSSP (new student summer program) is worth for me to learn a lot about D.C. and Gallaudet

I saw many Mc Donald's around here. I thought Mc Donald's popular in West, not East.

59 Today weather is little hot and windy. I am not about hot because all rooms in Dorm 4 have airconditioning.

Tonight there will have a party at swimming pool and banana split (EEEE!)

Last night many students and I went to Tower Mall (almost same as Bren Mall). I bought a lot of things which I need so bad. I bought lamp from Sears. It costs 19.99. It is good.

Every night I always watch the Washington ument and the Capitol from my room in 5 floor of Dorm 4.

I have little problem about water thes. I am trying to buy boots and clothes for ter.

I am writing you.

Would I have enough money to pay om and board for next semster (second)?

I will try to find where SSI office is ext august. Something I am free time on weekends, but SSI office closes on weekend.

I asked my friend about between home nd Gallaudet. 60

I am telling you a ~~secret~~ honest.

~~Yesterday~~ when I arrived Gally, I was homesick. Next day I ~~am~~ was very happy. Susan Parks had a same idea about it. am very happy and proud of Gallaudet

I Love you,

Cynthia

news from Dad?

SANTIAGO LIBRARY SYSTEM
A LIBRARY COOPERATIVE
431 CITY DRIVE SOUTH
ORANGE, CALIFORNIA 92668
(714) 532-7641

SANTIAGO LIBRARY SYSTEM
CAPTIONED FILMS FOR THE DEAF PROGRAM

The Santiago Library System, a cooperative of nine public libraries in Orange County, began their Captioned Films for the Deaf program in April of 1975, as part of an LSCA grant creating a Media Center for the System.

The program basically consists of once a week showings, at four alternating System libraries, of major motion pictures, such as "Butch Cassidy & the Sundance kid", which have been specially subtitled much like foreign language films. The movies are lent free of charge to the System, as a subscriber to Captioned Films for the Deaf, a program of the Department of Education for the Handicapped, H.E.W.

In the beginning, the System showed the films every Friday evening at only two locations. That has now been expanded to four alternating showing locations--one in each geographic corner of the area the System covers. Special once a month showings are also held, through the branch library of one of the System members, at Leisure World, a local retirement community.

To publicize the films, a regular program of P.R. has been started. Flyers are printed up and sent to patrons whose addresses are gathered at the showings, as well as to all schools with deaf programs and area organizations serving the deaf. Press releases are sent regularly to all area newspapers and magazines, 6 radio stations, and two television stations. Attendence has risen sharply from the pre-publicity days--from an

average of 10-15 persons before, to the present 35-45.

The SLS Media Center was lucky to find a person able to speak sign language & work five hours a week as a host/interpretor at the films. She has allowed us to get feedback on the program, and to gather suggestions from the patrons on other ways the System libraries might better serve them.

Through handouts, we have helped publicize events of special interest to the deaf (TV shows, concerts, etc.), and have also begun to organize a ride program to the movies.

In Nov., 1975, we presented 2 free showings of the first feature-length, dramatic motion picture ever produced, Deafula, a campy, tongue-in-cheek take-off on Dracula. Unlike the captioned films, this one had to be rented. But is was felt that its unique nature would allow the System to garner extra publicity and attention to the regularly running films. The film was shown twice on the same day--once in the afternoon, and again in the evening. There were 85 junior and senior high school students at the first show, and over 200 people at the second.

We were lucky to be able to arrange for the writer/director/star of the film, Emmy-award winning Peter Wechsberg, to be at both showings. Mr. Wechsberg, who is deaf, held question and answer sessions after each performance which delighted everyone and created a great sense of community.

There are no organized deaf social clubs in Orange County, or local chapters of major deaf organizations, and the SLS Captioned Film program has supplied a needed entertainment outlet for the estimated 4000 deaf in Orange County--as well as provided a social gathering where people can meet.

The Santiago Library System's Captioned Films for the Deaf program is a library project for the handicapped which requires few funds and, after the initial set-up, minimum administration. It's a program that many libraries or systems could institute now, and yet it also can serve as the footing for a much expanded program at a later time.

CAPTIONED FILMS FOR THE DEAF

*FREE ADMISSION *ALL SHOWS START AT 7:00 P.M.*SPONSORED BY THE SANTIAGO LIBRARY SYSTI

films/dates:

LITTLE BIG MAN (PG)

JULY 5 University Park Branch Library. A man ages to 130 years in a poke at the establishment focusing around the sole white survival of Custer's last stand. Starring Dustin Hoffman, Fay Dunaway.

THE HAPPIEST MILLIONAIRE (G)

JULY 14 Fullerton Public Library. The daughter of a millionaire, falls in love with a wealthy Angier duke, whose mother does not readily accept her.

THE LION IN WINTER (PG)

JULY 19 Orange Public Library; JULY 21 Huntington Beach Public Library. The struggle for control by Henry II and his wife Eleanor in deciding which of the 3 surviving sons should succeed as king.

GONE WITH THE WIND (PART 1) (G)

JULY 28 Santa Ana Public Library. This well-known film portrays life and romance during the days of the civil war. Clark Gable, Vivien Leigh.

GONE WITH THE WIND (PART 2) (G)

AUGUST 2 University Park Branch Library. The conclusion to part 1 of this classic civil war story. Stars Clark Gable and Vivien Leigh.

THE LONGEST DAY (G)

AUGUST 11 Fullerton Public Library. The story of D-Day in WW II as seen through the eyes of the Americans, French, British, and Germans.

PETER PAN (G)

AUGUST 16 Orange Public Library; AUGUST 18 Huntington Beach Public Library. J.M. Barrie's fan of the flying boy from never-never land has nev been so wonderfully brought to life as in this marvelous all cartoon feature from Walt Disney.

SERPICO (R)

AUGUST 25 Santa Ana Public Library. The true s of a New York policeman who works to eliminate corruption among the members of the force.

JEREMIAH JOHNSON (G)

AUGUST 30 University Park Branch Library. The story of a mountain man who finds himself impell into a mission of revenge. Stars Robert Redforc

RETURN OF THE PINK PANTHER (G)

SEPTEMBER 8 Fullerton Public Library. Inspecto Clouseau again pursues a thief known as the pha who is suspected of stealing the fabulous pink diamond. Stars Peter Sellers, Christopher Plumm

PAPER MOON (PG)

SEPTEMBER 13 Orange Public Library; SEPTEMBER 1 Huntington Beach Public Library. The story concerns a shrewd southern orphan who becomes t willing confederate of a con man. She then set out to out-con the con man. Ryan & Tatum O'Nea

THE POSEIDON ADVENTURE (PG)

SEPTEMBER 22 Santa Ana Public Library. The stor of the trek of the survivors through the mangled structure of a cruise ship that has been turned upside down during a tidal wave. Gene Hackman.

WAR OF THE WORLDS (G)

SEPTEMBER 29 Huntington Beach Public Library. Th special effects make this story about the earth battling an invasion from mars a special treat.

WHAT ARE C.D.H.S. SERVICES?

Maintaining an inventory of and distributing aids and instructional materials of all kinds to schools serving handicapped students.

Identifying other sources from which schools may obtain special aids and materials by purchase or on loan.

Coordinating the production of materials in special media, aids, and devices, utilizing volunteer and commercial organizations.

Recording textbooks on master tapes and duplicating copies for schools on cassette and reel tapes.

Administering the American Printing House for the Blind Federal Quota Program.

Providing consultant services and in-service training for teachers of handicapped students in the selection and use of specialized materials, aids, and equipment.

FOR FURTHER INFORMATION CONTACT:

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C D H S

Clearinghouse Depository for Handicapped Students

SPECIAL INSTRUCTIONAL AIDS FOR CALIFORNIA PUBLIC & PRIVATE SCHOOLS COLLEGES AND UNIVERSITIES

CALIFORNIA STATE DEPARTMENT of EDUCATION

Wilson Riles, Superintendent of Public Instruction
Sacramento, California 95814

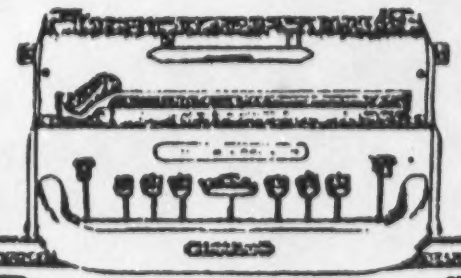
What is the C.D.H.S.?

The Clearinghouse Depository for Handicapped Students is a unit of Special Schools and Services, State Dept. of Education.

C.D.H.S. assists schools and students to procure:

TEXTBOOKS
REFERENCE BOOKS
AND
STUDY MATERIALS
IN SPECIAL MEDIA
AS WELL AS

Reading and writing devices, recording and playback equipment, and other aids needed by handicapped students in their school programs.



Who is Eligible?

Physically and mentally handicapped students in public and private non-profit schools at all levels — preschool through university — who require instructional materials in special media and specialized aids and equipment.

How are Students Served?

Individual students in high schools and below are served through requests from their school personnel. College students are served directly as well as through requests from their college staff.

ENTRY - EXIT - CONTROL QUESTIONNAIRE

Institute for the Retraining of Library Science Educators
and Librarians for Service to the Deaf

Mark with a + the questions you would answer "yes"

1. Do you believe that deaf people constitute numerically a sizable minority?
2. Do you feel that the deaf are severely handicapped in using public library service?
3. Do you feel that California public library services for the deaf are adequate?
4. Do you understand the difference between aurally handicapped and profoundly deaf?
5. Do you know what NAD and AMESLAN stand for?
6. Are you aware of the services of Media Services and Captioned Films?
7. Do the majority of our states spend over $50,000 annually to develop library services in their state institutions for the deaf?
8. Are you aware that public libraries have spent virtually no money for these services?
9. Is communication with the deaf easy if they can write?
10. Do you know deaf people can talk over the telephone using a TTY?
11. Are you aware of ten or more library resources to aid the deaf community?
12. Do you know of services offered the deaf by the California State Rehabilitation Agency?
13. Does cataloging for the deaf require special knowledge?
14. Do you know the current areas of research for services to the deaf?
15. Can you provide some reference material about educational, recreational, and vocational needs of the deaf?
16. Do you know the names of ten people nationally serving the deaf?
17. Do you know the names of ten schools for the deaf?
18. Are you acquainted with many types of library educational equipment and media used to aid the deaf?
19. Can you provide directive service for the new-deaf in the senior citizen category?
20. Does starting public library service to the deaf require a large budget?

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